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ABSTRACT

This publication presents the report of a study team that examined the facilities and grade organization of the Phoenix-Talent (Oregon) School District in light of the district's present and anticipated enrollment as of November 1971 and recommended a number of changes in both areas. Chapter 1 presents a brief overview of chapter 3 and also includes suggestions for grade organization of the district's schools. Chapter 2 presents five-year enrollment projections for the Phoenix-Talent area, utilizing historical data and past trends in school population. Chapter 3 describes the site and structures of each of the four Phoenix-Talent schools and provides specific recommendations for changes in facilities in light of projected needs. Simple floor plans and detailed data on room size and utilization for each of the four schools are included in chapter 3. (Author/JG)

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AN ANALYSIS OF

ENROLLMENT, FACILITIES, AND GRADE ORGANIZATION

PHOENIX-TALENT SCHOOL DISTRICT #4

JACKSON COUNTY, OREGON

by

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November 1971

EA 008 667

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INTRODUCTION

It has long been the task of every school district to examine periodically its efforts to provide a program of educational excellence for its youth.

General goals of schools require that each individual child have a chance to achieve his highest level of personal, social, and intellectual development. Today there is concern that he also be equipped with an education that will enable him to live in and contribute to, an increasingly complex society.

The total "educational picture" is composed of many facets. One pertains to the number of students being served as well as the number the district may be expected to serve in five to ten years. What physical facilities are needed? The other matter relates to the best possible grade organization in view of existing and needed physical facilities. What are the options that may be considered most feasible and desirable as an organizational pattern?

Given the problems of the present Phoenix-Talent facilities, some of which are outmoded, and the matter of anticipated student population, what steps should the Phoenix-Talent board of directors and the administration take on these two aspects: 1) BUILDING CONSTRUCTION FOR GRADES 1-12 and 2) GRADE ORGANIZATION FOR GRADES 1-12?

In 1962, the Bureau of Educational Research of the University of Oregon made a survey of Public School District Number 4, relative to enrollment,

instructional program, physical plant, and ability to support schools. The present report refers to some of the building recommendations made in that 1962 report, as well as to assessments made by other agencies. It does not report the instructional program of the schools or the community's ability to support the schools.

Chapter I of this 1971 report consists of a condensed overview or abstract of the various sections of Chapter III, PRESENT FACILITIES, and includes suggestions for grade organization of the district's schools. Chapter III describes the site and structures of each Phoenix-Talent school--Talent Elementary, Phoenix Elementary, Talent Junior High School, and Phoenix High School--and provides specific recommendations for changes in light of projected needs. Chapter II presents five-year enrollment projections for the Phoenix-Talent area, utilizing historical data and past trends in school population.

Bearing in mind both present and future needs, the study team of the Bureau of Educational Research and Service is suggesting some guidelines to both immediate and long-range programs. It is their hope that implementation by phases may facilitate a smoother, more viable transition as the district moves ahead educationally.

CHAPTER I

MAJOR BUILDING CHANGES AND GRADE ORGANIZATION

Recommendations for building utilization and construction needs in the Phoenix-Talent School District are based on the following assumptions:

1. The district wishes to continue the use of each of its present school plants and does not wish to abandon any of these sites.
2. The district wishes to provide adequate and safe educational facilities for its children and youth in all grade levels.
3. The district wishes to utilize the 44-acre Culver Road site for a new high school when future enrollment increases suggest that the present facilities will be inadequate.
4. The school district will experience minimal enrollment growth during the next five years unless some presently unknown factor results in an unexpected population increase.

Major Building Recommendations

To improve elementary educational facilities considered to be inadequate, excessively expensive to repair or unsafe, the Bureau makes the following building recommendations for the period covered by the 1972-76 enrollment projections:

1. Talent Elementary School

   a. Raze the old original unit.

   b. Provide relocatable classrooms to accommodate grades 5 and 6.

   c. Construct a core unit to include:

      1) central heating plant;

      2) multipurpose area to serve as cafeteria and auditorium;

      3) instructional materials center with adjacent teachers' curriculum work area.

   d. Change the heating system in the primary wing so that the problem of hot water circulating through pipes in the floor is alleviated.

   e. Install additional thermostats in strategic areas throughout the primary wing.

   f. Repair walls in primary wing that have become detached from the floors.

As a matter of somewhat lower priority, the Bureau also suggests serious board consideration of razing and replacing the gymnasium facility. It may be possible to combine a new gym with a new cafeteria facility.

2. Phoenix Elementary School

   a. Raze the old brick central unit.

   b. Construct a core unit to include:

      1) central heating plant;

      2) instructional materials center with adjacent teacher curriculum work area;

      3) administrative health area.

   c. Provide relocatable classrooms for approximately 150 pupils.

d. Convert present band room to serve as a storage center for the district.

The Bureau also suggests a matter of lower priority--consideration by the school board of razing and replacing both the cafeteria and the gymnasium. It would be possible to combine a new gymnasium and new cafeteria facility even though separate facilities are desirable.

The nature of the board decision regarding cafeteria and kitchen facilities is somewhat dependent upon whether a central cafeteria program or an individual school program is favored. No kitchen facilities at elementary schools would be required if a central cafeteria program were established.

3. Recommendations concerning facility needs for the junior and senior high schools are included in Chapter III, Sections C and D, since these do not involve suggestions for major construction.

Grade Organization, Immediate

Alternative grade organizational plans for the Phoenix-Talent School District and the advantages of each alternative have been carefully reviewed by the Bureau. Major alternatives considered included the 6-2-4 plan, the 5-3-4 plan, the 4-4-4 plan and the 6-3-3 plan.

Phase I

For the immediate future and until it is necessary to construct a new high school, continuation of the 6-2-4 plan is recommended. It would be possible to replace classrooms razed at the two elementary sites with additional junior high facilities. However, it is the judgment of the

study team that the Phoenix-Talent School District already has a disproportionate share of its physical facilities designed for secondary school use. To construct more junior high facilities would add to the present excess of teaching stations designed for secondary-age students. Therefore, it is recommended that new replacement facilities be at the elementary schools and that these facilities be planned for elementary-age children.

Grade Organization, Long-Range

Phase II

When the enrollment warrants the construction of a new senior high school, a shift from the existing 6-2-4 grade organization to the 4-2-3-3 would be initially recommended. Under this proposal a three-year senior high school "starter unit" would be constructed which would consist of the basic units needed for a high school but also utilize a number of relocatable classrooms moved from the two elementary sites. (The number of relocatable rooms to be moved would depend on the number available when the two elementary schools change from six-year to four-year schools.)

Phase III

When enrollment growth necessitates additional secondary construction to the three-year senior high "starter unit", the result will accommodate a 4-2-2-4 interim grade organization. In the long run, however, it is recommended that the district seek to adopt the 5-3-4 arrangement or return to the 6-2-4 grade plan.

Other Physical Plant Recommendations

It is recommended that the district bus garage be moved from the elementary site to the 44-acre site to allow the full utilization of the present site for elementary school purposes as well as to minimize potential safety hazards involved with such a facility on an elementary school campus.

Improved high school athletic facilities (such as a baseball field) will be needed prior to construction of a new high school. Placement of such facilities on the 44-acre site also should be considered. However, such a move should be effected only after a qualified architect has studied the entire site and has recommended which areas are best suited for the school itself and which areas for athletic or bus facilities.

CHAPTER II

ENROLLMENT PROJECTION

As part of the requested study, the Bureau team made an enrollment projection for the Phoenix-Talent School District. This standard procedure utilizes historical data to produce a five-year projection; in effect, it analyzes past trends and uses those trends to forecast enrollment in the future.

The computer program that processes the data computes a series of survival ratios for pairs of successive grades (first to second, second to third, third to fourth and so on). It combines these ratios in three different ways to produce high, mean, and low estimates for the next five years.

The indicator used to obtain an estimate of first-grade enrollment is the mean ratio (over the experience years) of county births to first-grade enrollments in the district six years later.

Table 1 shows the enrollment by grades for the Phoenix-Talent School District back to 1960 and the combined Phoenix and Talent figures back to 1957. The table also includes enrollment by four grade groupings, 1-6, 7-8, 9-12, and 1-12, together with the percentage increase or decrease for that group compared with the corresponding figure for the previous year.

Table 2 shows the number of births per year in Jackson County since 1951 and the corresponding number of first-grade students in Phoenix-Talent

Table 1

ACTUAL ENROLLMENT IN PHOENIX-TALENT DISTRICT #4 (1957-1971),
BY GRADES AND SELECTED GRADE GROUPINGS.

Grade	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971
1	125	138	140	128	155	136	128	168	153	145	155	154	142	134	128
2	125	137	133	139	131	138	144	133	151	168	138	143	134	136	128
3	114	132	119	131	130	127	136	147	131	153	152	136	140	134	145
4	121	110	124	126	125	141	121	139	146	146	148	148	128	151	142
5	108	129	99	135	115	121	155	138	153	140	152	147	147	133	167
6	108	107	124	103	131	112	125	152	141	159	142	155	148	153	150
7	87	119	110	120	111	140	110	139	155	148	158	141	156	154	159
8	103	82	116	106	127	114	138	113	148	151	139	148	130	154	162
9	86	91	70	104	111	114	126	145	120	154	159	135	151	143	152
10	93	92	86	72	101	118	113	130	147	126	153	156	136	166	146
11	80	92	77	71	72	93	116	109	132	139	127	145	159	136	150
12	77	68	80	72	71	63	87	105	116	129	127	125	130	155	125
1-6	701	753	739	762	787	775	798	877	875	911	887	883	839	841	860
		(*)+7%	-2%	+3%	+3%	-2%	+3%	+10%	0%	+4%	-3%	-1%	-5%	0%	+2%
7-8	190	201	226	226	238	254	248	252	303	299	297	289	286	308	321
		+6%	+12%	0%	+5%	+7%	-2%	+2%	+20%	-1%	-1%	-3%	-1%	+8%	+4%
9-12	336	343	313	319	355	388	442	489	515	548	566	561	576	600	573
		+2%	-9%	+2%	+11%	+9%	+14%	+11%	+5%	+6%	+3%	-1%	+3%	+4%	-5%
1-12	1227	1297	1278	1307	1380	1417	1488	1618	1693	1758	1750	1733	1701	1749	1754
		+6%	-2%	+2%	+6%	+3%	+5%	+9%	+5%	+4%	-1%	-1%	-2%	+3%	0%

(*) Percentage increase or decrease from the previous year, to nearest whole number.

Table 2

RELATIONSHIP BETWEEN JACKSON COUNTY BIRTHS
AND PHOENIX-TALENT FIRST-GRADE ENROLLMENT

Jackson County births		Phoenix-Talent first-grade enrollment		Ratio
Year	Number	Year	Number	
1951	1399	1957	125	.09
1952	1472	1958	138	.09
1953	1446	1959	140	.10
1954	1369	1960	128	.09
1955	1471	1961	155	.11
1956	1473	1962	136	.09
1957	1407	1963	128	.09
1958	1393	1964	168	.12
1959	1386	1965	153	.11
1960	1482	1966	145	.10
1961	1406	1967	155	.11
1962	1453	1968	154	.11
1963	1393	1969	142	.10
1964	1452	1970	134	.09
1965	1456	1971	128	.09
1966	1430			
1967	1288			
1968	1305			
1969	1366			
1970	1491			

schools six years later. Also shown is the ratio of county births to first-grade enrollment in Phoenix-Talent. It will be noticed that county births are beginning to increase significantly after dropping to 1,288 in 1967. However, the ratio of county births to first-grade enrollment in Phoenix-Talent schools reached a maximum, for recent years, of .12 for the 1964 first grade. It has since dropped to .09, suggesting that a greater proportion of births in Jackson County is occurring outside the Phoenix-Talent School District. It is difficult to predict precisely what the effect of these opposing trends will be. The combined effect of the increased county birth rate and the decreasing ratio of county births to first-grade enrollment in Phoenix-Talent leads to a reasonable prediction that first-grade enrollment in the district will remain relatively stable in the next few years.

A second problem in trying to predict enrollment in the district is associated with the great fluctuation in class size from year to year. Clearly, the district has high in-and-out migration. The history of the 1964 first grade illustrates this point. In 1964, 168 first graders entered Phoenix-Talent schools, but in 1967 this class had decreased to 147 by the time it reached the fifth grade. It then increased in size until it reached 162 as this year's eighth grade. An examination of each of this year's grades from grade 2 through grade 8 shows that on the average they have neither lost nor gained as much as one student since they entered as a first grade. But the history of each class has been marked by fluctuation in its size.

In light of this fluctuation, it is difficult to predict enrollments by grades. However, total enrollment and enrollment by large groupings of

grades have remained fairly predictable. No attempt is made in this report to include individual grade enrollments in the forecast.

Table 3 gives the high, mean, and low projections developed by the computer projection program used by the study team. The projections are by grade groupings (1-6, 7-8, 9-12, and 1-12) for the years 1972-1976. Figures I-IV repeat these projections in graphical form.

In order to enhance the analysis of this information, the computer program also produced a series of trial five-year projections--the first using 1966 as the base year and predicting enrollment through 1971, the second using 1967 as the base year and predicting enrollment through 1972, and so on. While the individual grade enrollments in 1971 would not have been predicted very accurately because of the fluctuation already discussed, the estimated enrollment by grade grouping would have been reasonably accurate. Had this procedure been used in 1970, it would have given a mean prediction of 1,751 students in grades 1-12 in 1971, whereas there were actually 1,794. In each year from 1969 back to 1966 the mean prediction for total enrollment in 1971 would have been 1,750, 1,816, 1,823, and 1,804, respectively. Since the mean prediction would have been accurate for recent years, it seems reasonable to select the mean for the future enrollments using 1971 as the base year.

Given the history of fluctuation within individual grades from year to year, it would seem wise to incorporate considerable flexibility into the plans for grouping students in a particular year. For example, some form of non-grading or multi-grading would enable a school to cope with an unexpected shift in the grade distribution of its students.

While the distribution of students among grades in any given year may continue to be uncertain, there seems to be no evidence of a significant

Table 3

PROJECTED ENROLLMENT IN PHOENIX-TALENT
DISTRICT #4 BY GRADE GROUPINGS, 1972-1976

Grades	1972			1973			1974			1975			1976		
	High	Mean	Low	High	Mean	Low	High	Mean	Low	High	Mean	Low	High	Mean	Low
1-6	876	856	834	853	815	774	848	796	742	838	778	718	861	794	728
7-8	315	308	300	337	325	311	345	325	303	338	309	277	329	292	253
9-12	625	610	595	651	621	591	676	632	587	717	657	596	719	645	571
1-12	1816	1774	1728	1841	1760	1676	1869	1753	1632	1893	1744	1592	1909	1731	1553

Figure I

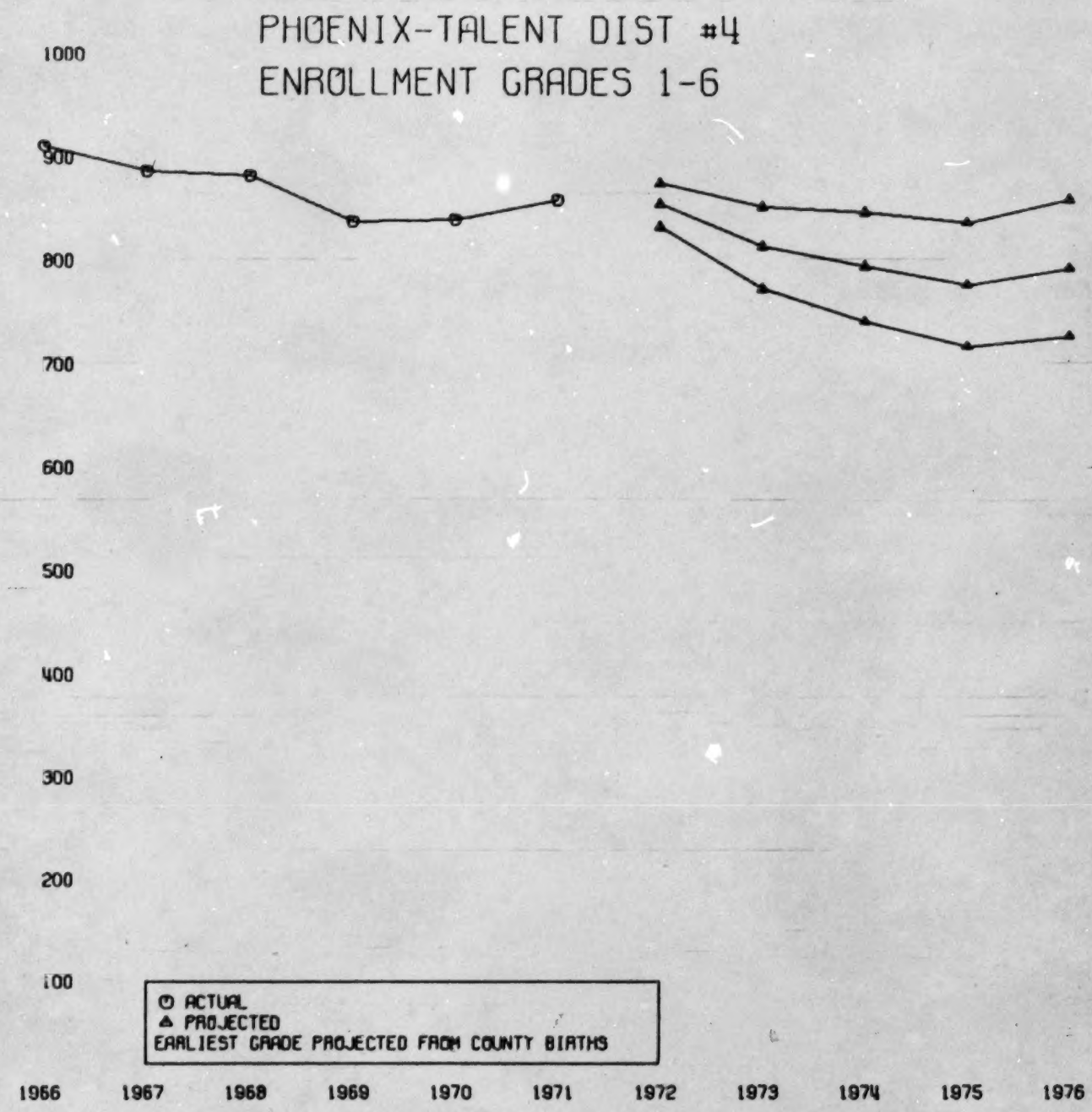

PHOENIX-TALENT DIST #4
ENROLLMENT GRADES 1-6
1000
900
800
700
600
500
400
300
200
100
ACTUAL
PROJECTED
EARLIEST GRADE PROJECTED FROM COUNTY BIRTHS
1966
1967
1968
1969
1970
1971
1972
1973
1974
1975
1976

Figure II

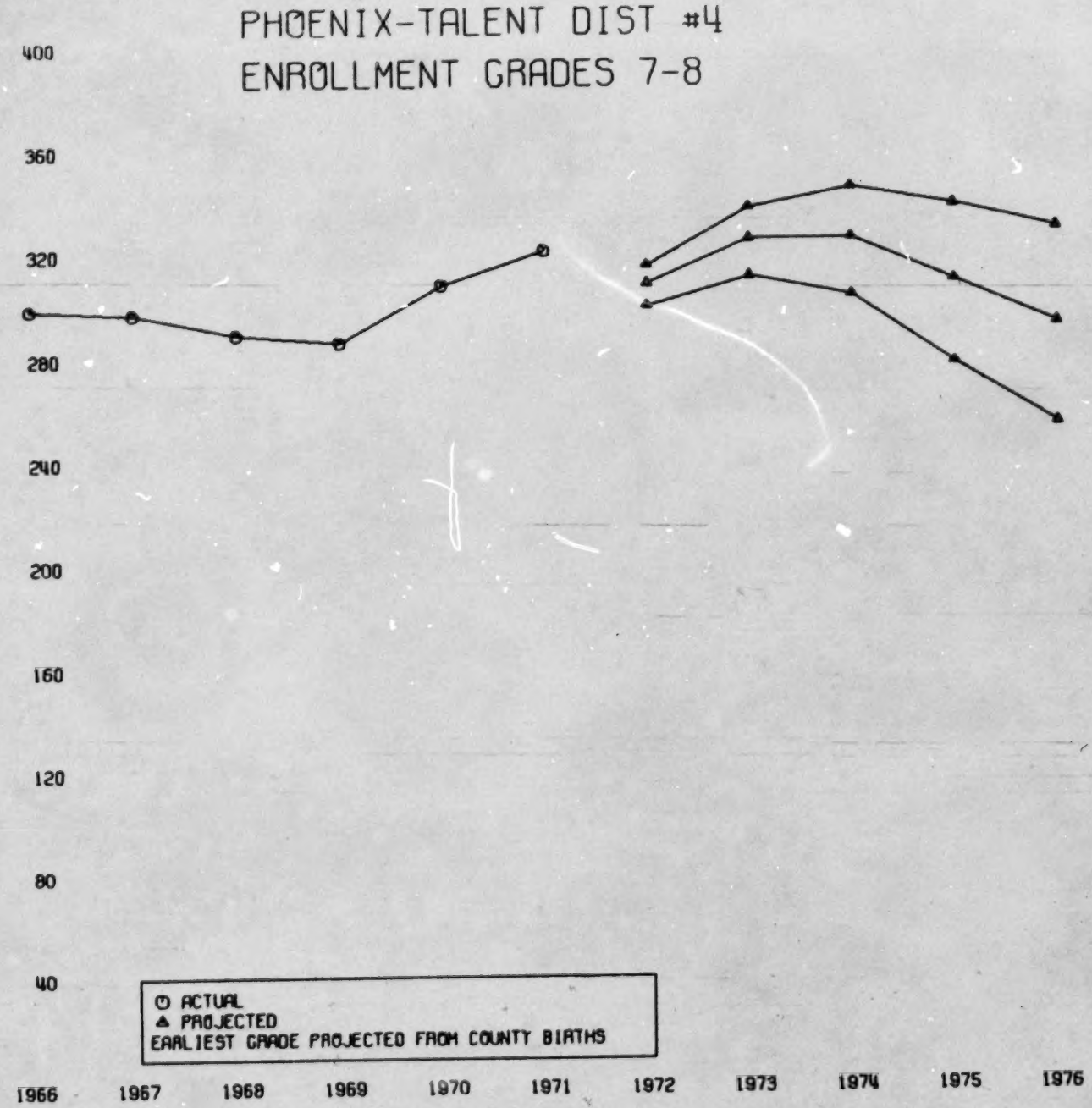

PHOENIX-TALENT DIST #4
ENROLLMENT GRADES 7-8
400
360
320
280
240
200
160
120
80
40
ACTUAL
PROJECTED
EARLIEST GRADE PROJECTED FROM COUNTY BIRTHS
1966
1967
1968
1969
1970
1971
1972
1973
1974
1975
1976

Figure III

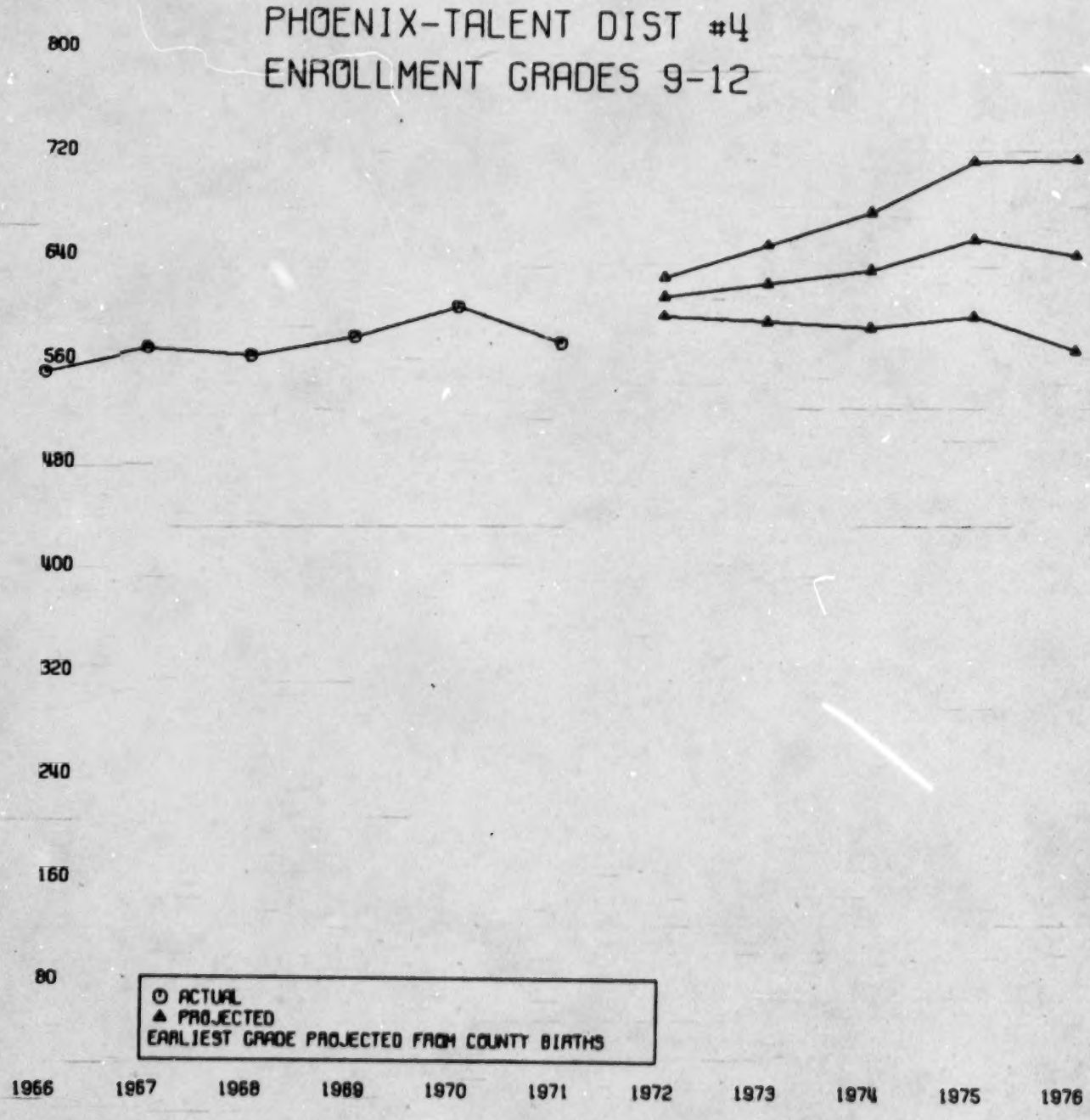
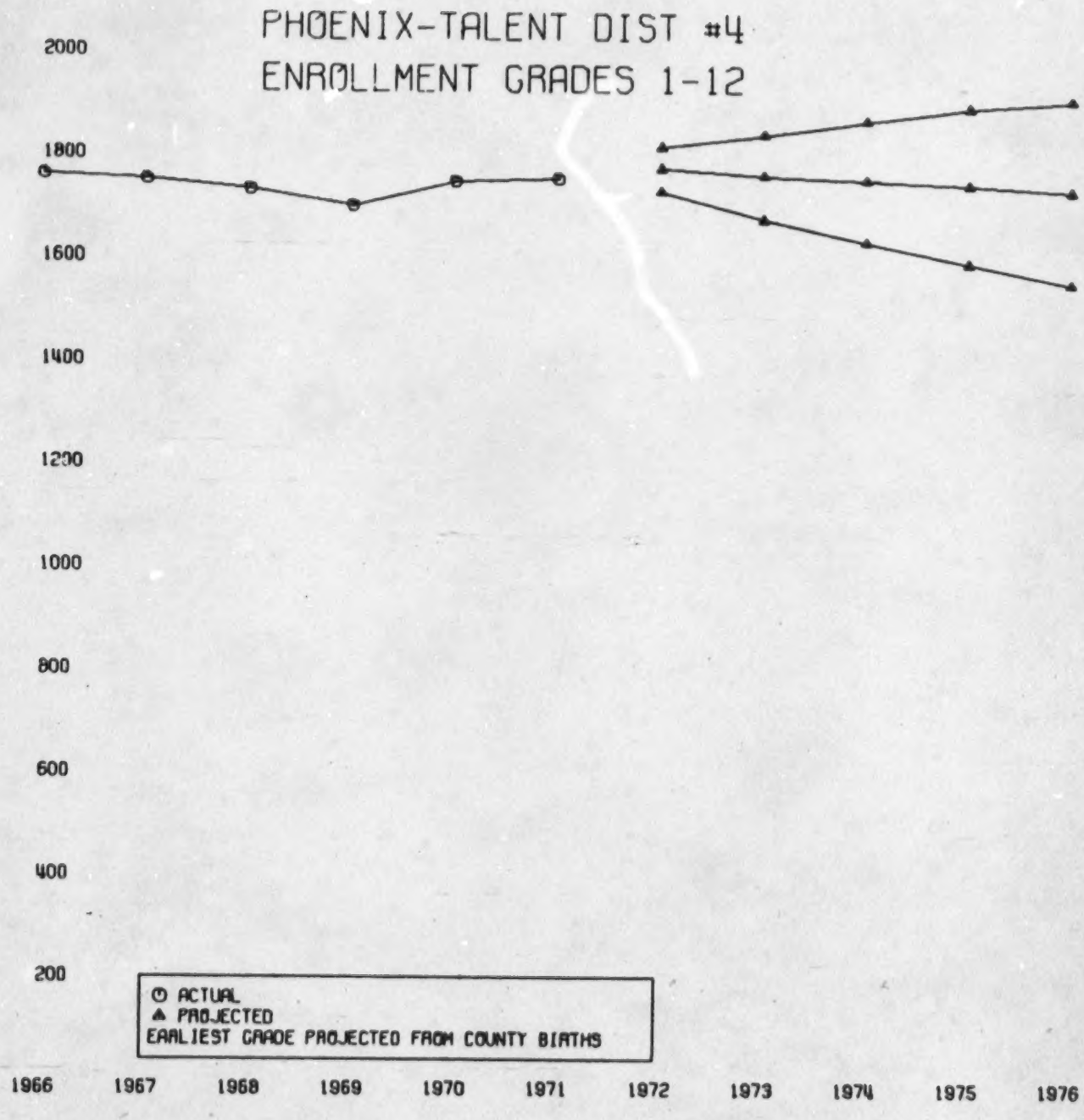

PHOENIX-TALENT DIST #4
ENROLLMENT GRADES 9-12
800
720
640
560
480
400
320
240
160
80
ACTUAL
PROJECTED
EARLIEST GRADE PROJECTED FROM COUNTY BIRTHS
1966
1967
1968
1969
1970
1971
1972
1973
1974
1975
1976

Figure IV


PHOENIX-TALENT DIST #4
ENROLLMENT GRADES 1-12
2000
1800
1600
1400
1200
1000
800
600
400
200
ACTUAL
PROJECTED
EARLIEST GRADE PROJECTED FROM COUNTY BIRTHS
1966
1967
1968
1969
1970
1971
1972
1973
1974
1975
1976

increase in total school enrollment in the immediate future. Population projections prepared in recent years by the Jackson County Planning Commission have forecast considerable long-term growth. However, as no significant change has occurred in the total enrollment of Phoenix-Talent schools in the last five years, it is necessary to question whether the county growth is occurring as rapidly as anticipated. It is suggested that a very close watch be kept on school enrollments in the next few years to see whether:

1) the projected growth in the total county population is occurring;
2) the growth, if it occurs, is in the number of school-age children as well as in the population as a whole; and
3) the growth in the Phoenix-Talent district, if it occurs, is proportional to the growth in the county as a whole.

If all three of these conditions are met, the Phoenix-Talent School District should regard the figures supplied in this report as short-term estimates only, and should make long-term plans that are consistent with the trend indicated by actual enrollments in the next five years.

CHAPTER III

THE PRESENT FACILITIES AND RECOMMENDED CHANGES

Section A. Talent Elementary School

Construction Dates:	1911--Original brick structure 1927--Gymnasium 1946--Primary wing 1965--New wing	
Size of Site:	10 acres	
Number of Classrooms:	Original brick building Primary wing New wing	8 rooms 6 rooms 6 rooms
Special Features:	Original building--heating plant, library, music room, cafeteria, clothing bank, resource teacher's room, faculty room, intern's room, and custodian's room Primary wing--health room, teacher's room, principal's office Gymnasium	
Enrollment, Fall, 1971:	456 pupils	
Grades:	1-6	

Former Studies or Assessments of Talent Elementary School Facilities

a. 1962 Survey of Physical Facilities (Bureau of Educational Research)[1]

In 1962 the Bureau of Educational Research conducted a field study for the Phoenix-Talent School District. The following recommendations relating to the Talent Elementary School were offered: (page 60)

1) Raze the original brick building.
2) Provide additional classrooms to accommodate pupils from the old building.
3) Provide adequate space for a school office, library, teacher's preparation area, and health room.
4) Construct a multipurpose room.

b. 1965 State Department of Education Report[2]

In 1965 the School Standards Section of the State Department of Education assessed the facilities on the Talent Elementary site and offered the following recommendations:

1) Raze the original brick building.
2) Provide classrooms for the children who are presently in the old building.
3) Provide facilities for a library-instructional materials center, administrative offices, health room, faculty room, cafeteria, and gymnasium.
4) Provide some black-top areas and field game areas for recreational activity.

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[1] A Survey of Phoenix School District No. 4, Jackson County, Oregon, Relative to Enrollment, Instructional Program, Physical Plant, and Ability to Support Schools, B.E.R., U. of O., 1962.

[2] Report of State Department of Education, School Standards Section, November 3, 1965.

c. 1971 Fire Marshal Report[3]

In 1971 a State Fire Marshal inspection of the old brick building located on the Talent Elementary site notes certain fire hazards. The exit corridors are not adequately protected by fire-resistant material. In order to meet the Fire Marshal's orders, the corridors and all floors should be made to comply with one-hour fire resistance or an automatic sprinkler system should be installed in the corridors.

Current Assessment

Original Brick Building. The original brick building located on the Talent site was constructed in 1911. At one time, it accommodated all of the students in the Talent School District. Presently, it accommodates grades 5 and 6, the school cafeteria, the library, the central heating plant, a music room, a clothing bank, and a resource teacher's room. Most of the rooms are small, inflexible, and inadequate by current educational standards. The building has many features built into it which render it undesirable for use as an effective school facility. It has poor acoustics, inadequate lighting, some small, inflexible classrooms, inadequate storage space, and inadequate teacher preparation area. The high ceilings result in unusable space which is expensive to heat. There is some question as to the safety of the building for occupancy by students. The State Fire Marshal outlined specific corrections which were mandatory in order to meet minimum fire safety standards.

As a result of the age and condition of the building and its obvious educational inadequacies, the following recommendations are offered:

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[3]Office of Fire Marshal, State of Oregon, September 16, 1971.

Recommendation #1.1. The original brick building on the Talent Elementary site should be razed.

Recommendation #1.2. Classrooms of a relocatable nature should be provided to accommodate grades 5 and 6. It is suggested that these buildings have retractable interior walls to provide flexibility.

Recommendation #1.3. A core unit should be constructed on the Talent site which will include the following: the central heating plant; a multipurpose room which will serve as a cafeteria-auditorium; an instructional materials center with an adjacent teacher's curriculum development area to include office space for 20 teachers.

In the planning phase of the "core" facility, consideration should be given to a central kitchen. If such a plan is adopted it would alleviate the duplication of expensive kitchen equipment.

Primary Wing. The primary wing, constructed in 1946, accommodates grades 1 and 2. The building, which contains six classrooms, a faculty lounge, the principal's office, and the health room, is generally in good condition; however, some alterations are necessary. The heat for the building is furnished by a boiler located in the basement of the old brick building. The hot water used in the system circulates through pipes which are located in the concrete floor of the building. The extreme temperature of the water causes the surface of the floor to be excessively warm. In some areas of the building the walls are becoming detached from the floor.

Recommendation #1.4. Consideration should be given to converting the heating system to one that does not require hot water circulating through the floor.

Recommendation #1.5. Additional thermostats should be installed in strategic areas throughout the building.

Recommendation #1.6. Walls that have become detached from the floor should be repaired.

New Wing. The new wing, constructed in 1965, serves grades 3 and 4. It is an excellent building serving well the educational needs of the district.

The building has retractable partitions between classrooms which greatly increase its flexibility. This building consists of six classrooms of 950 square feet each.

The gymnasium, which was once the Talent High School gymnasium, is less than adequate for the programs currently conducted there. The stage area is small and ill-suited as a teaching station; the dressing rooms are small, poorly lighted, and poorly ventilated; the bleachers are permanent and constitute wasted space; and storage space is inadequate. The acoustics are poor, and the lighting in the gymnasium proper is antiquated.

As a matter of somewhat lower priority the Bureau suggests that serious consideration be given to razing and replacing the gymnasium, possibly with a combination gym-cafeteria facility.

Table 4

BUILDING UTILIZATION TABLE BY ROOM--TALENT ELEMENTARY SCHOOL

Room No.	Bldg.	Room Use	Assumed Sq. Ft. Per Pupil	Sq. Ft. Area	Capacity by Sq. Ft. Assumption	Suggested District Class Size Limit	Maximum Classroom Capacity
1	Old[1]	Grade 5	30	720	24	30	24
2	Old	Vacant Classroom	30	840	28	30	28
3	Old	Grade 5	30	660	22	30	22
4	Old	Grade 5	30	876	29	30	29
5	Old	Grade 6	30	800	27	30	27
6	Old	Vacant Classroom	30	660	22	30	22
7	Old	Grade 6	30	1,250	42	30	30
8	Old	Grade 6	30	940	31	30	30
9	Mid[2]	Grade 1	30	900	30	25	25
10	Mid	Grade 1	30	900	30	25	25
11	Mid	Grade 2	30	900	30	25	25
12	Mid	Grade 2	30	900	30	25	25
13	Mid	Grade 2	30	900	30	25	25
14	Mid	Grade 1	30	900	30	25	25
15	New[3]	Grade 3	30	950	32	25	25
16	New	Grade 3	30	950	32	25	25
17	New	Grade 3	30	950	32	25	25
18	New	Grade 4	30	950	32	30	30
19	New	Grade 4	30	950	32	30	30
20	New	Grade 4	30	950	32	30	30
	Old	Library (A.V.)		550			
	Old	Library Book Collection		576			
	Old	Music Room		630			
	Old	Cafeteria		1,400			
	Old	Resource Room		567			
	Old	Intern Supervision Room		220			

Table 4 (Cont.)

BUILDING UTILIZATION TABLE BY ROOM--TALENT ELEMENTARY SCHOOL

Room No.	Bldg.	Room Use	Assumed Sq. Ft. Per Pupil	Sq. Ft. Area	Capacity by Sq. Ft. Assumption	Suggested District Class Size Limit	Maximum Classroom Capacity
	Old	Clothing Bank		825			
	Gym	Gymnasium		4,050			
	Gym	Stage		400			
							527

[1]1911 section.

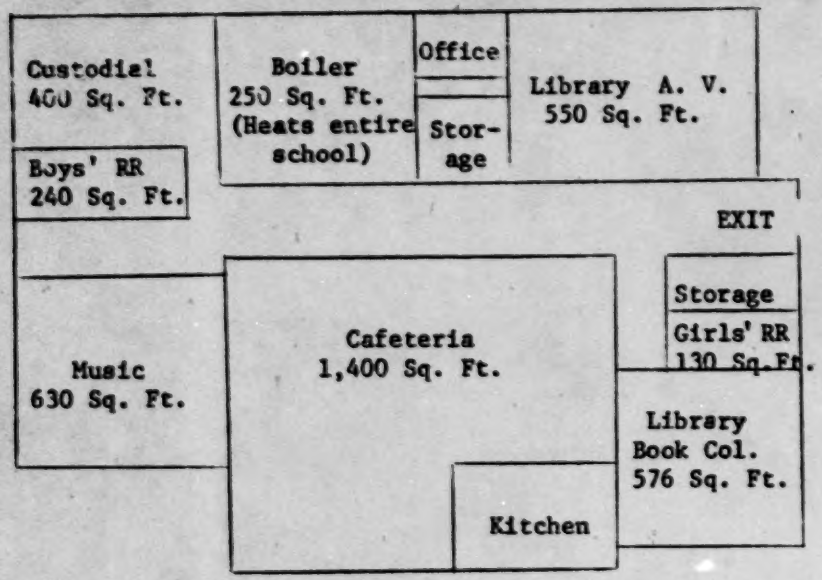
[2]1947 section.

[3]1965 section.

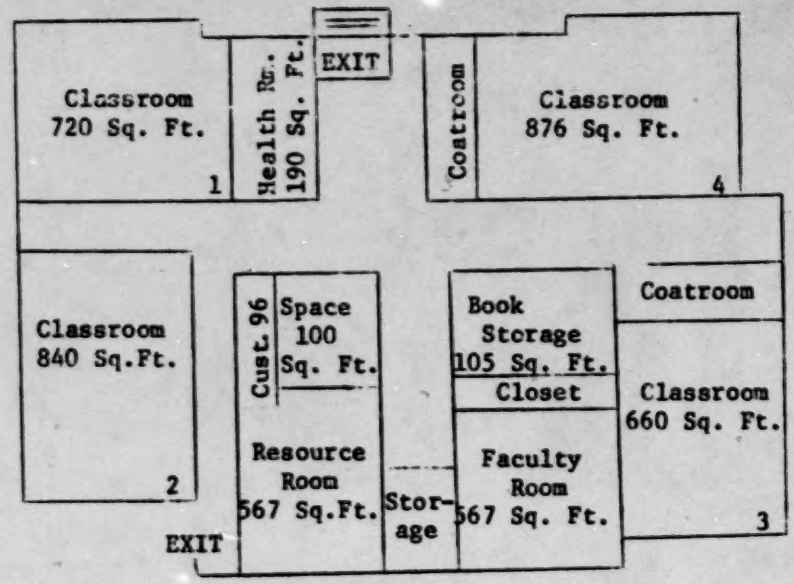
Table 5

SUMMARY UTILIZATION TABLE--TALENT ELEMENTARY SCHOOL

Maximum Classroom Capacity	Utilization Factor (%)	Operational Capacity	Actual Enrollment	Utilization Based On Operational Capacity
527	90	474	456	96%



FIRST FLOOR



SECOND FLOOR

THIRD FLOOR

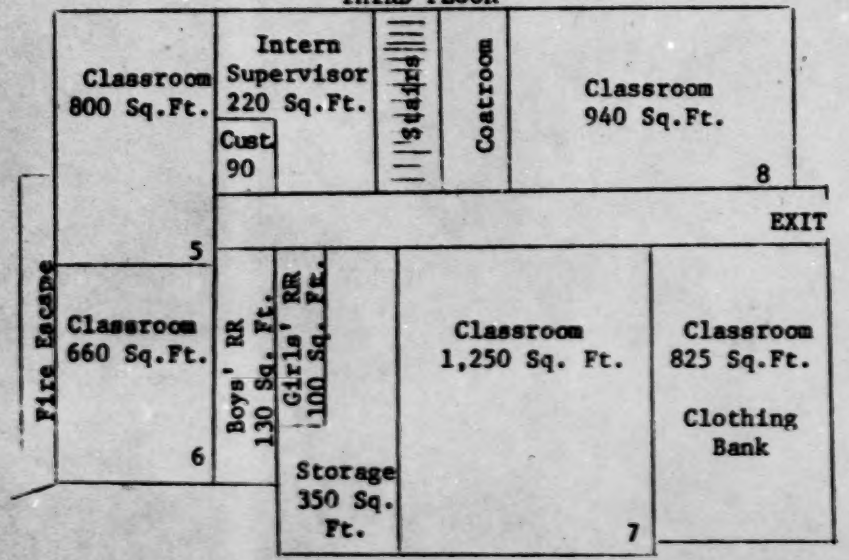


Figure V

TALENT ELEMENTARY SCHOOL BRICK BUILDING

Construction Date: 1911

Grades 5 and 6

Cafeteria
Music Room

Heating Plant
Library

Figure VI

TALENT ELEMENTARY SCHOOL PRIMARY WING

Construction Date: 1947

Grades 1 and 2

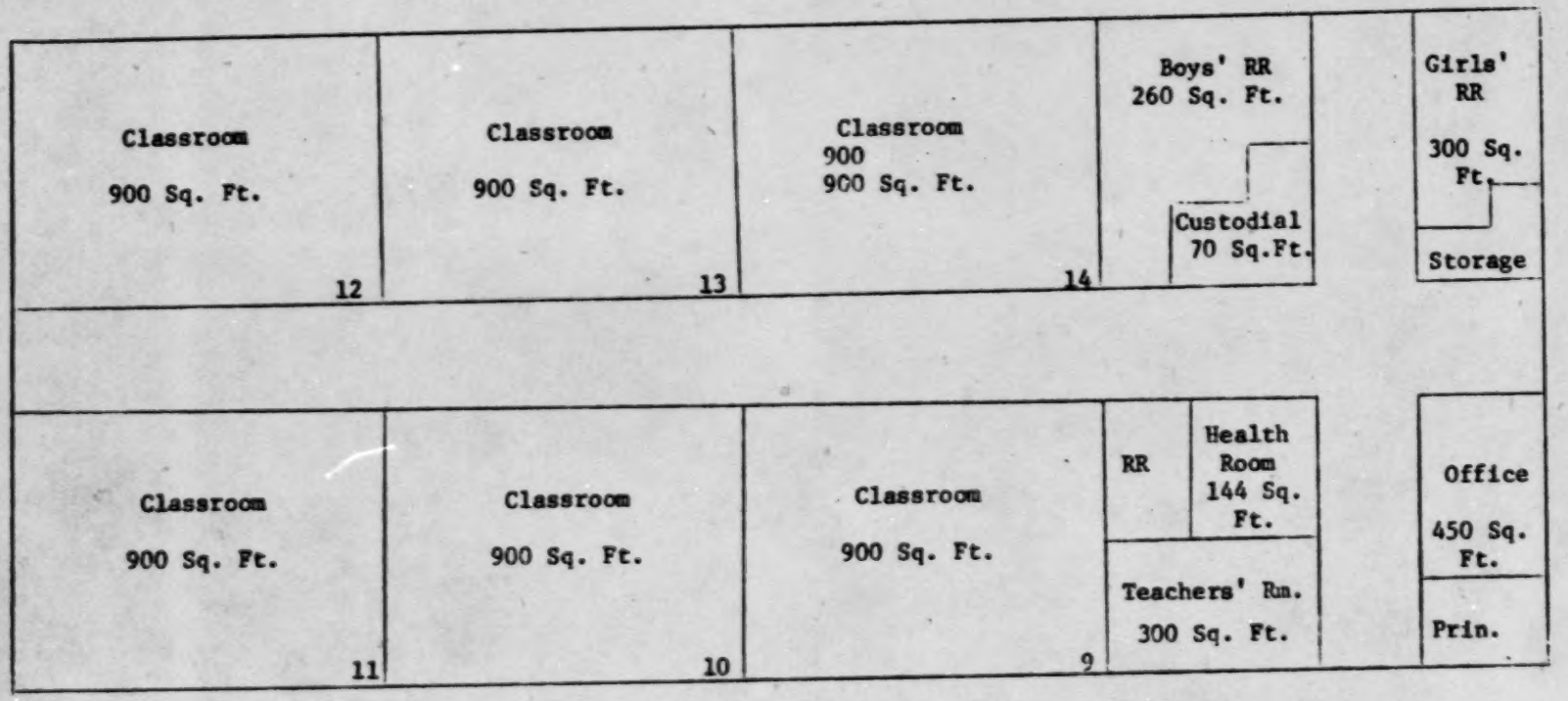


Figure VII

TALENT ELEMENTARY SCHOOL NEW WING

Construction Date: 1965

Grades 3 and 4

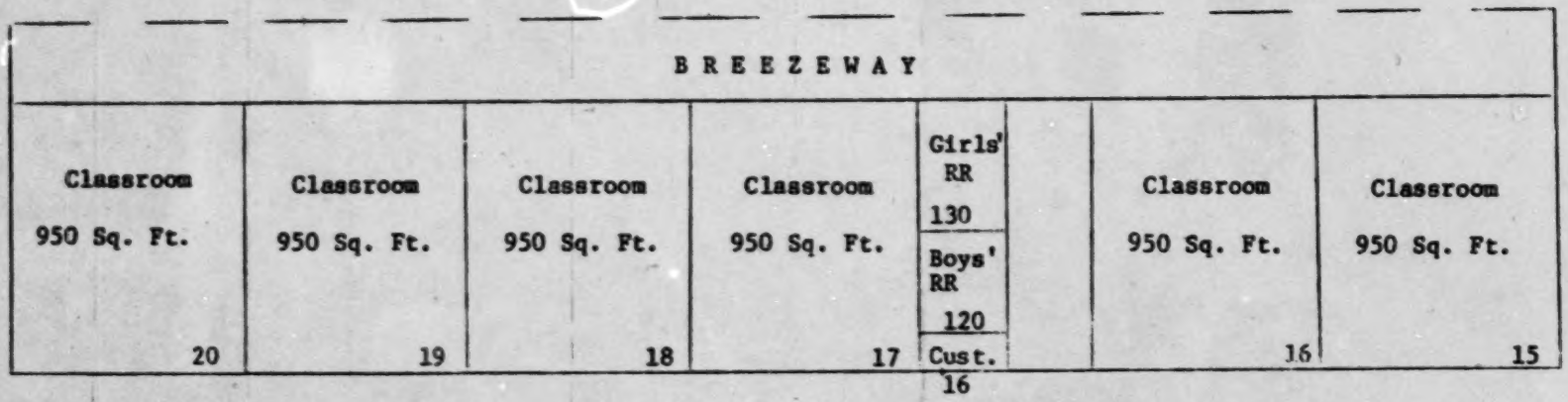
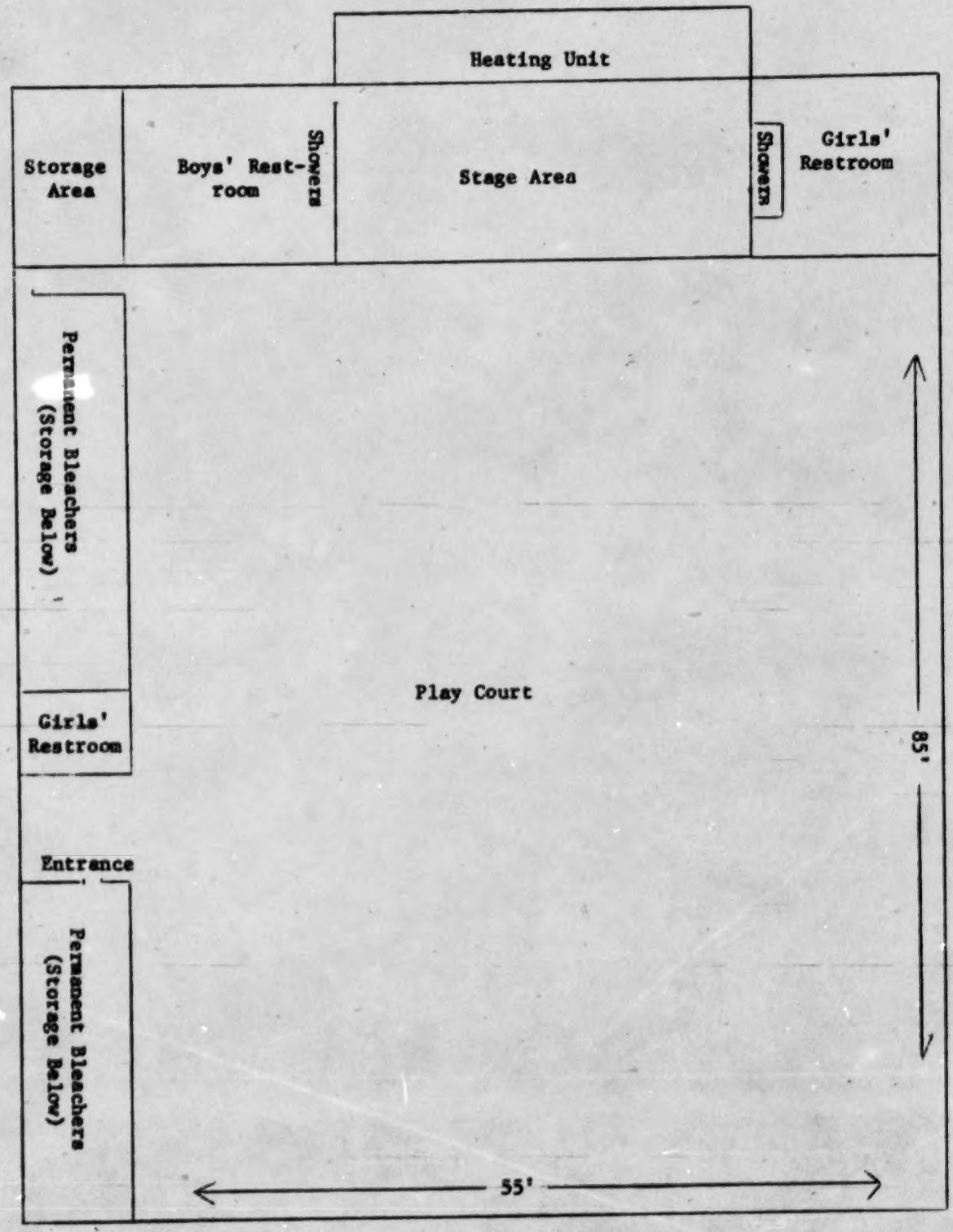


Figure VIII

TALENT ELEMENTARY SCHOOL GYM FLOOR PLAN

Construction Date: 1927



Section B. Phoenix Elementary School

Construction Dates:	before 1920--Original structure 1954--Additions
Size of Site:	9.8 acres
Number of classrooms:	Original building 10 rooms Primary wing 8 rooms Primary annex 4 rooms
Special Features:	one library (two rooms), one audio-visual room, one resource room, one cafeteria (separate building), one principal's office and reception-secretarial area, two health rooms, two teacher workrooms, one bus garage, one band room (separate building)
Enrollment, Fall, 1971:	407 pupils
Grades:	1-6

Former Studies or Assessments of School Facilities

a. 1962 Survey of Physical Facilities (Bureau of Educational Research)[4]

In 1962 the Bureau of Educational Research of the University of Oregon conducted a survey of the school facilities in the Phoenix district. Recommendations and observations regarding the Phoenix Elementary School presented in that report include:

1) It was recommended that the wood-frame structure used as a cafeteria be razed and that a new multipurpose room attached to the primary buildings be constructed as a replacement for this building.
2) It was recommended that a hard-surface play area be provided.
3) It was observed that the original building contained several deficiencies that restricted efficient building utilization and program development.

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[4] 1962 B.E.R. study, op. cit.

4) It was observed that both the gymnasium and the music rooms were housed in old buildings, separate from the main instructional units.

b. 1965 State Department of Education Report

The report of the State Department of Education included the following recommendations regarding the Phoenix-Talent school:

1) That consideration be given to the elimination of the old (original) brick building.

2) That any major expenditures for the older building should be limited to those required to maintain basic health and safety standards.

3) That a grounds improvement program be developed.

4) That the building maintenance standards provided to date be continued.

Current Assessment and Recommendations

The site of the Phoenix Elementary School presently consists of seven different structures. Six of these buildings are utilized to provide space for the instructional program or supporting activities of the Phoenix Elementary School. The seventh structure serves as a garage for school buses. The six basic buildings include the old brick building, two one-story classroom wings, a music shed that once served as a vocational shop, a gymnasium, and a large wood-frame structure presently utilized as a cafeteria. These buildings present a wide range of variability as to their ages, present condition, and potential for future use.

Original Structures. The oldest building on the site is a two-story brick structure that was constructed more than 50 years ago. It has undergone major renovation during the years, including the removal of a third story in 1927 and the construction of an addition which enlarged the size of the original school. Despite continuing efforts to maintain the physical condition

of the building, it is the consensus of the study team that modernization of the building into a truly functional educational facility would be excessively expensive. Some rooms are too small for effective and equitable grouping of children while other rooms are much larger than required. Poor lighting and temperature control, and inadequate storage facilities are typical of many rooms. Most of the walls in the building appear to be load bearing. This results in little potential flexibility with regard to the possibility of renovation.

In some areas the floors are warped or sagging. The school library located in the basement of the building is a very pleasant area. However, it is not located in close proximity to classrooms and therefore is probably not as well utilized as it might otherwise be. There is no work-preparation area provided for teachers, thus restricting the efforts of staff members who desire to collaborate in their teaching efforts. Lavatories in the building are poorly ventilated and most of the fixtures are crazed and discolored. The overall effect of these deficiencies is a relatively unsatisfactory learning and living environment for both pupils and staff members.

Of significant concern are reports that the building has some serious problems with termites. According to the information received by the study team, the termite problem has persevered in spite of repeated efforts of exterminators. The continued presence of these termites represents a serious problem that the school district cannot ignore should it affect the structural integrity of the building. In view of the above deficiencies and problems, the following recommendation is offered:

Recommendation #2.1. The old brick structure should be eliminated from use as a school facility at the earliest possible date.

The band room is presently housed in a building that was previously utilized as a shop for high school pupils. It is located at some distance from the primary buildings and is heated by a space heater. Appropriate acoustical control is not provided in this building. The location, age, and heating system of the building strongly suggest that this structure not be considered for future instructional use.

> Recommendation #2.2. The band room now housed in the former shop building should be eliminated from further use as an instructional area. Consideration should be given to utilizing the building solely for district-wide storage of equipment and supplies.

At the present time school buses are parked on and about the Phoenix Elementary site. A metal-frame garage provides partial protection for several buses and serves as a make-shift center for minor repairs. This arrangement results in excessive and potentially dangerous vehicular traffic near the elementary school as well as inadequate maintenance facilities for the buses. To correct this dangerous and inadequate situation the following alternative is submitted for consideration:

> Recommendation #2.3. The present bus garage located on the Phoenix-Talent site should be moved to the 44-acre site. This use of the site should be in accord with recommendations of a qualified architect who has studied the area in light of a new high school structure and new athletic facilities.

As a matter of lower priority, the Bureau suggests two other matters for board consideration--one regarding the elementary school gymnasium and the other the cafeteria.

The gymnasium is alleged to be the oldest building of its kind in Jackson County. It has served the community well but is no longer capable of meeting the needs of a modern elementary school physical education program. Presently, the shower and dressing areas are not utilized because of the deteriorated condition of these facilities. Lighting and ventilation

deficiencies are evident in the building. Continued use of this building would probably require substantial funds for maintenance and repairs while providing only a substandard gymnasium in return. In view of these contingencies the study team suggests that the board consider razing and replacing the gym.

The cafeteria is presently located in an older wood-frame structure. The interior of this building has been attractively refurbished. However, the age of this structure necessitates maintenance and repairs that are considered by the study team to be disproportionate to the benefits received through its continued use. It is also believed that the campus space occupied by this building could be used to better advantage for either needed classroom space or play area. For this reason, it is further suggested that the board may wish to consider razing and replacing this structure. It is possible that a combination gym-cafeteria may be a feasible solution.

New Instructional Areas. The two primary wings constructed in 1954 on the Phoenix Elementary site represent available instructional space for approximately 300 students. In order to provide core facilities and classroom space for an elementary program housing grades 1 through 6 for approximately 500 students the following recommendations are proposed:

Recommendation #2.4. Through the construction of a permanent core facility, space should be provided for the following activities and mechanical systems:

1) a heating system for the two primary wings presently heated by means of boilers located in the original brick building,

2) an instructional media center (library) to service the entire school enrollment,

3) a teacher work-preparation and conference area contiguous with the instructional media center,

4) an administrative office, including a health center,

5) a cafeteria area without a kitchen, in case a central cafeteria program is adopted.

Recommendation #2.5. Instructional space should be provided for approximately 150 students through the use of relocatable classroom units to be situated in close proximity to the permanent core facilities. These units should be utilized in such a way as to provide maximum flexibility for creating large open-space instructional areas.

Table 6

BUILDING UTILIZATION TABLE BY ROOM—PHOENIX ELEMENTARY SCHOOL

Room No.	Bldg.	Room Use	Assumed Sq. Ft. Per Pupil	Sq. Ft. Area	Capacity by Sq. Ft. Assumption	Suggested District Class Size Limit	Maximum Classroom Capacity
1	Orig.	Grade 5	30	690	23	30	23
2	Orig.	Grade 6	30	744	25	30	25
3	Orig.	Grade 5	30	704	23	30	23
4	Orig.	Grade 5	30	792	26	30	26
5	Orig.	Grade 4	30	720	24	30	24
6	Orig.	Grade 4	30	825	28	30	28
7	Orig.	Grade 6	30	768	26	30	26
8	Orig.	Grade 6	30	768	26	30	26
9	Orig.	—	30	672	22	30	22
10	Orig.	—	30	704	23	30	23
11	M. Pri. Wing	Grade 2	30	1,088	36	25	25
12	M. Pri. Wing	Grade 2	30	1,088	36	25	25
13	M. Pri. Wing	—	30	1,088	36	25	25
14	M. Pri. Wing	Grade 2	30	1,088	36	25	25
15	M. Pri. Wing	Grade 1	30	1,088	36	25	25
16	M. Pri. Wing	Grade 1	30	1,088	36	25	25
17	M. Pri. Wing	Grade 1	30	1,088	36	25	25
18	M. Pri. Wing	—	30	1,088	36	25	25
19	Pri. Annex	Grade 3	30	930	31	25	25
20	Pri. Annex	Grade 3	30	930	31	25	25

Table 6 (Cont.)

BUILDING UTILIZATION TABLE BY ROOM--PHOENIX ELEMENTARY SCHOOL

Room No.	Bldg.	Room Use	Assumed Sq. Ft. Per Pupil	Sq. Ft. Area	Capacity by Sq. Ft. Assumption	Suggested District Class Size Limit	Maximum Classroom Capacity
21	Pri. Annex	Grade 3	30	930	31	25	25
22	Pri. Annex	Audiovisual	30	930	31	25	25
		Library		1,536			
		Audiovisual Room		720			
		Resource Room		775			
		Cafeteria					
		Gymnasium					
							546

Table 7

SUMMARY UTILIZATION TABLE--PHOENIX ELEMENTARY SCHOOL

Maximum Classroom Capacity	Utilization Factor (%)	Operational Capacity	Actual Enrollment	Utilization Based On Operational Capacity
546	90	491	407	83%

Figure IX

PHOENIX ELEMENTARY SCHOOL

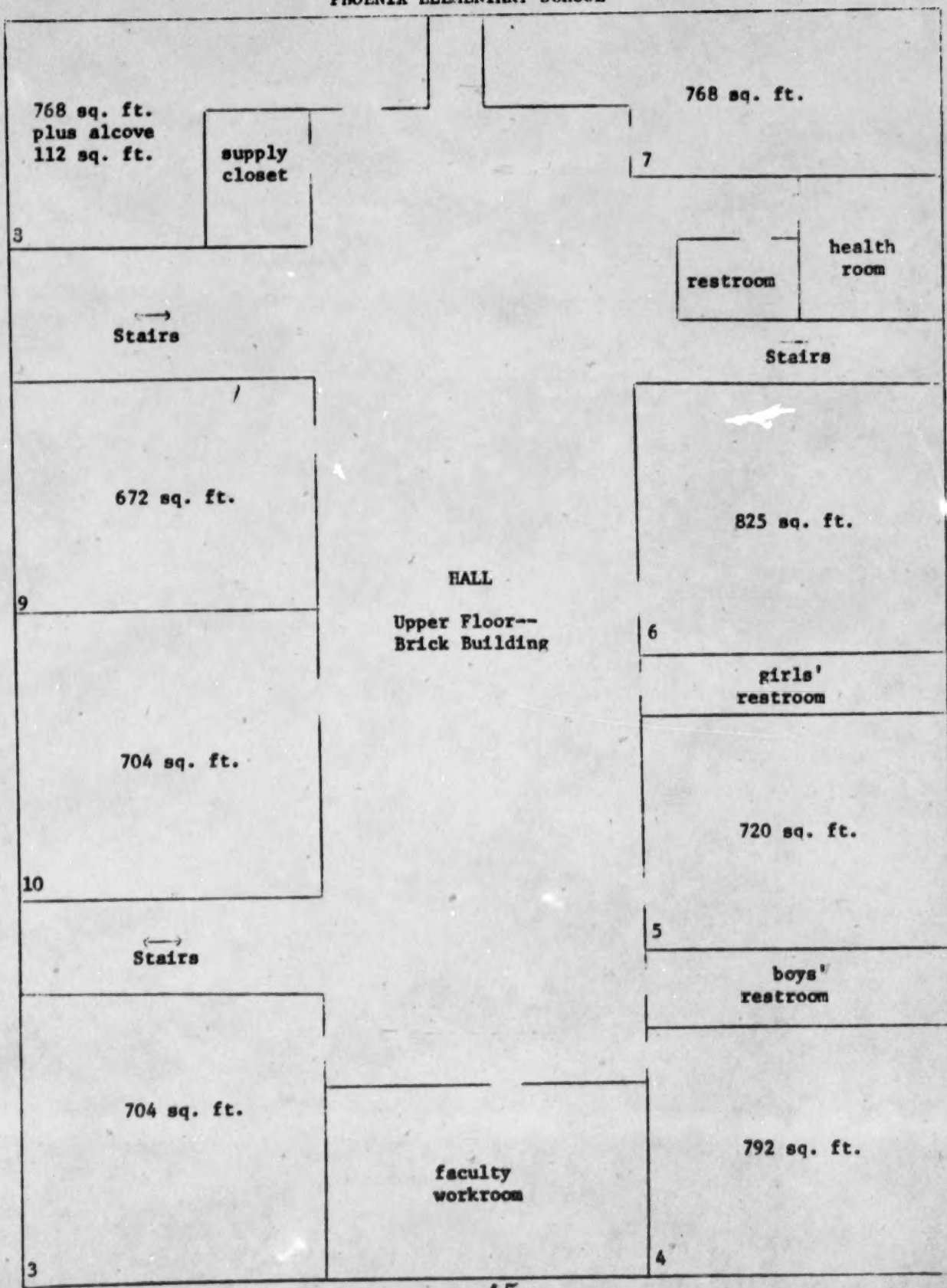


Figure X

PHOENIX ELEMENTARY SCHOOL

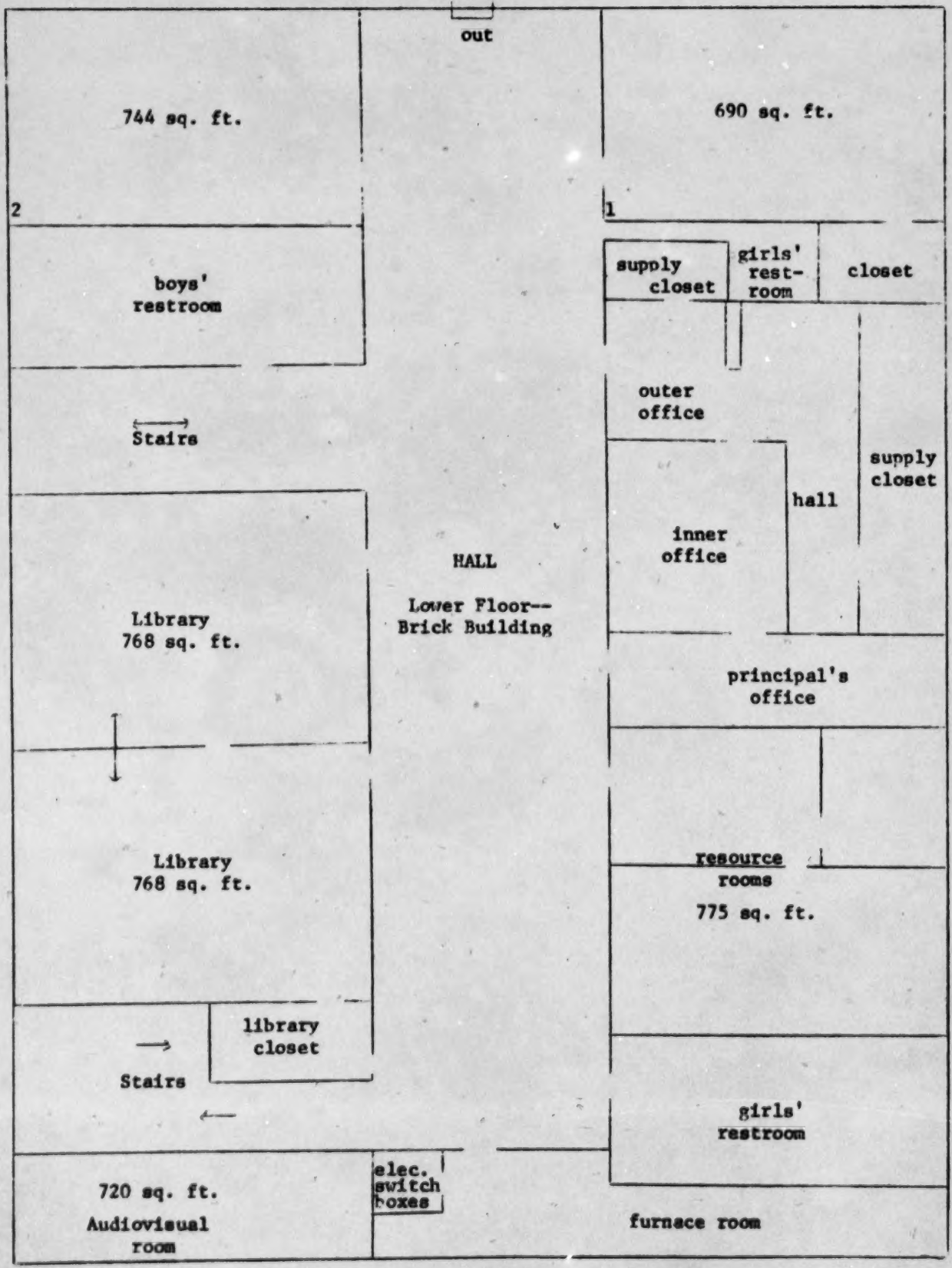


Figure XI

PHOENIX ELEMENTARY SCHOOL

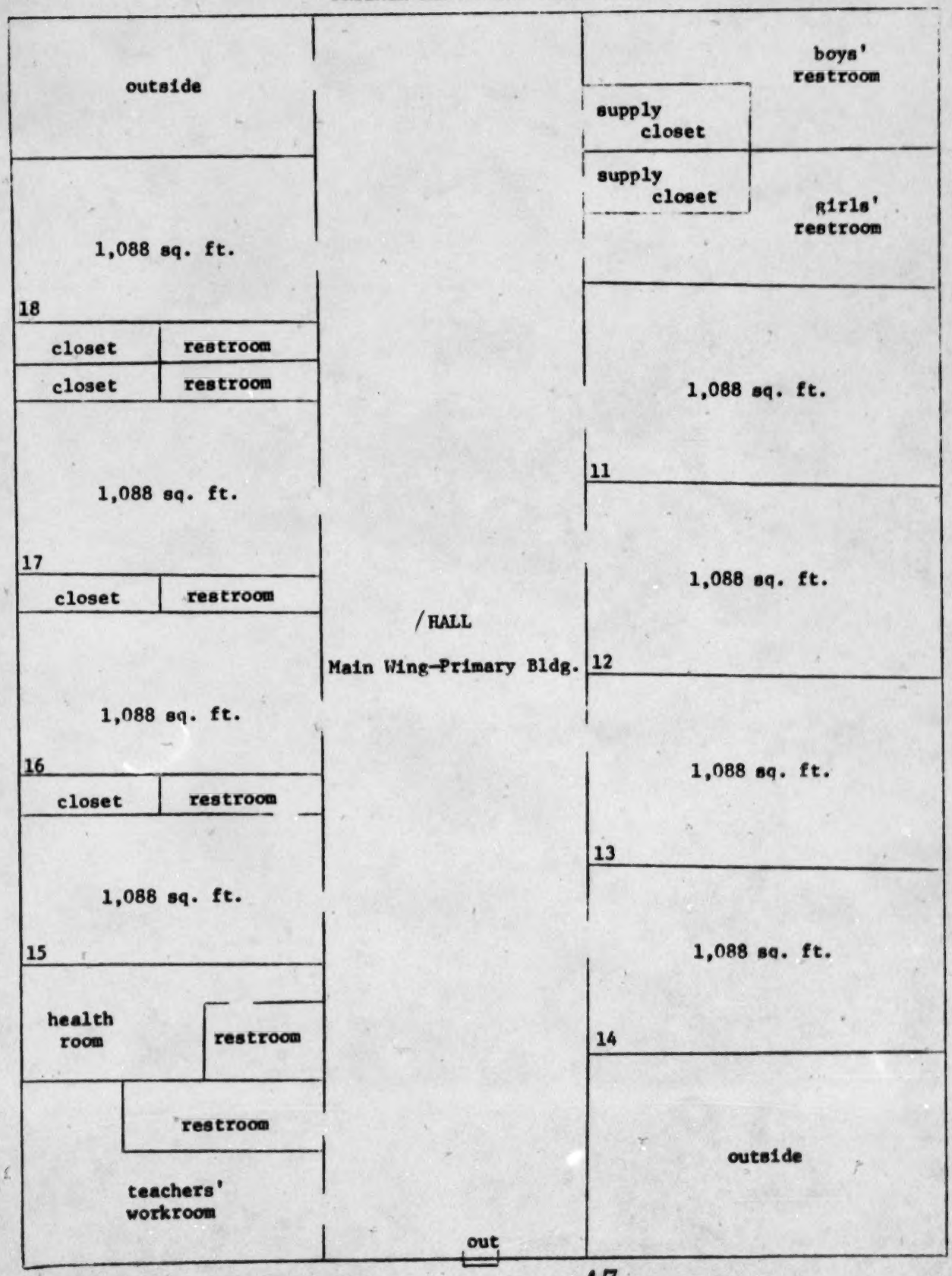
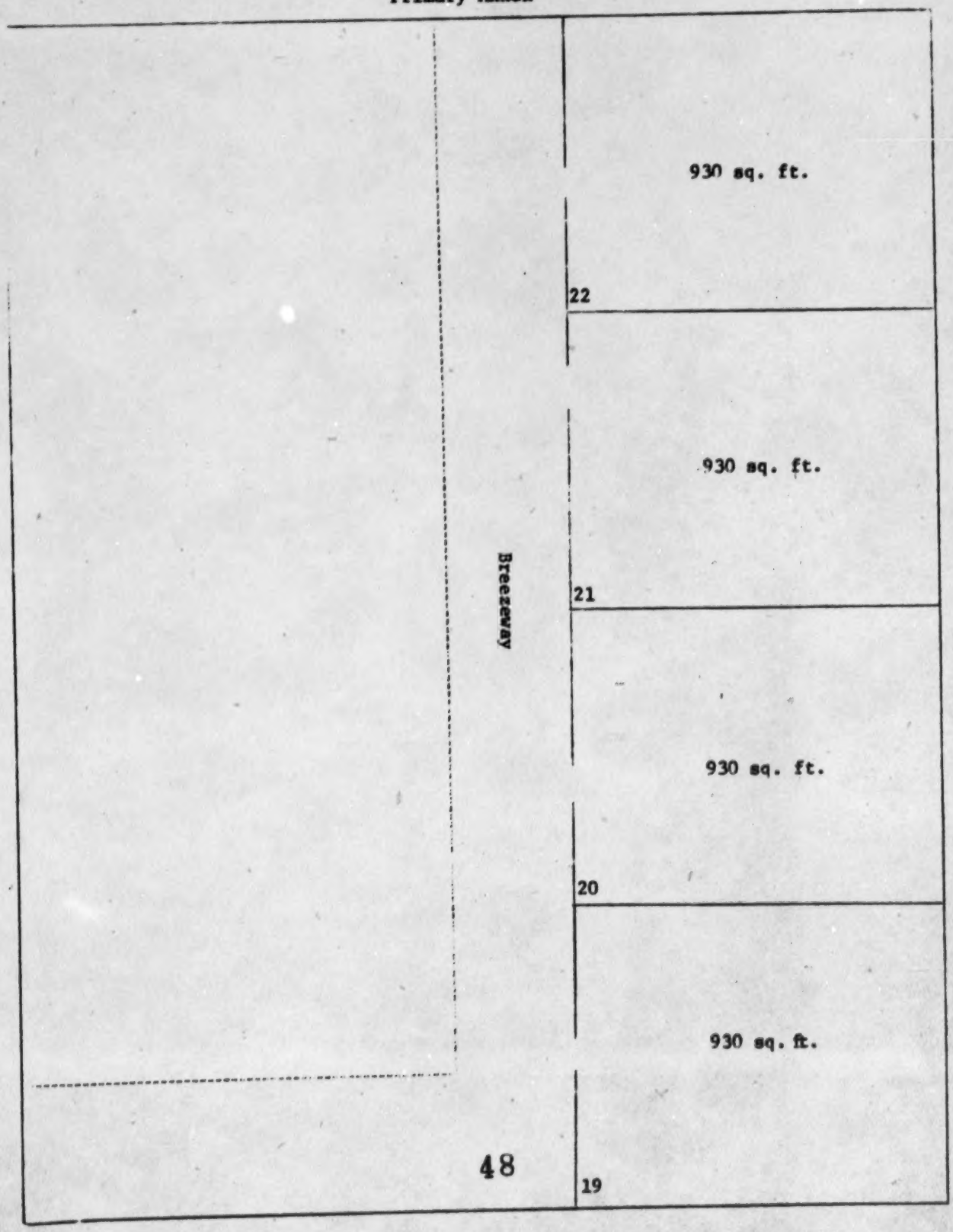


Figure XII

PHOENIX ELEMENTARY SCHOOL

Primary Annex



Section C. Talent Junior High School

Construction Dates:	1954--Office, library, faculty room, guidance rooms, shop, and rooms, 1, 2, 3, 4, 5, 6 1962--Rooms 7, 8 1964--Gymnasium, cafeteria, kitchen 1965--Rooms 9, 10, 11, 12
Size of Site:	13 acres
Number of Classrooms:	15
Special Features:	Cafeteria (available 50 percent of the day as an instructional area)
Enrollment, Fall, 1971:	329 pupils
Grades:	7-8

Improvements Since 1962 (based on the 1962 Survey of Phoenix School District #4)

The district is to be commended for the following improvements:

1) Additional construction now allows all science classes to be held in a science classroom. Previously, a class in science was held in the library, and another was held in a regular classroom.
2) An opportunity for seventh graders to participate in band or vocal music has been provided through curricular reorganization.
3) Additional construction now facilitates the scheduling of all music classes at the junior high complex. Traveling to another campus is no longer necessary.
4) Facilities have been added to the present site to facilitate the teaching of physical education and health, eliminating the necessity for travel to Talent Elementary School during inclement weather.
5) Lunchroom and kitchen facilities have been added at the present site, eliminating the necessity of travel to Talent Elementary School.

6) Multiple large-group meeting areas (for classes, assemblies, or community activities) have been made available with the additions of the cafeteria and gymnasium facilities.

Description of Facilities and Site

Site. The site of this school consists of 13 acres located on several different levels. The physical activity fields are higher than the building location, but on the whole are well developed. The nature of the site is such as to present some challenges if and when building expansion becomes necessary. The size of the site is already "over-populated" by existing standards for junior high school use. If the facility were to function as a junior high far into the future, the district would need to acquire additional acreage for expansion of activity areas. Additional paved area would provide greater student and community opportunity for outdoor physical activity during inclement weather.

Building. The Talent School District erected the original building in 1954 for high school purposes. Although built originally for students in grades 9-12 in the Talent district, the seventh and eighth grade student bodies of the Phoenix district and the Talent district were combined in this building in the year 1960-61 following consolidation of the two districts in 1959-60.

The original unit consists of six classrooms, with a homemaking room, shop, library office, and counseling rooms. One of the classrooms was originally a combination laboratory and classroom for use by science classes. Two classrooms have a folding partition between them, making it possible to differentially regulate the amount of open sapce for varied teaching activities. Construction materials used in the building suggest that they

may have been selected because of their initial economy, with the result that higher than average maintenance costs can be expected over the years.

The original unit was enlarged by the addition of two classrooms in 1962. Similar building design and materials were used as in the original plant. In 1964, an additional multi-use building was constructed. This facility is composed of a gymnasium with separate boys' and girls' dressing and showering facilities and storage areas for physical education equipment. Also included is a cafeteria-kitchen complex. The cafeteria is presently used for school activities as well as for a classroom for instrumental and vocal music.

A fourth separate building complex was added in 1965. This structure contains four classrooms now housing language arts classes. A restroom was constructed adjacent to this classroom complex and adjoins the library.

Assessment of Current Conditions

On the basis of present predicted rate of student growth, the existing Talent Junior High School physical facilities with only minimal alterations should adequately meet the community's needs for the five-year period covered by the enrollment projections.

Germane to any consideration of school expansion is the Oregon State Department of Education standard pertaining to site adequacy per pupil population. The state presently recommends a minimum acreage formula for secondary schools of ten-acres basic site space plus one additional acre for each 100 students. Talent Junior High school has a 1971 population of 329 students which requires a minimum of 13.29 acres. According to present state standards, the present site is utilized at 109.7 percent.

(The site adequacy standard is presently under study for possible revision by the State Department.)

The recommendations which follow are based on the organizational assumptions below and previously referred to in Chapter I.

Phase I 6-2-4

Phase II 4-2-3-3

Phase III (a.) 4-2-2-4
(b.) 5-3-4 or 6-2-4

(See Chapter I on "Major Building Changes and Grade Organization" for definitive explanations.)

Current Recommendations and Alternatives

Phase I (Immediate--in Order of Priority)

In Phase I the present junior high school structure would continue to be used for grades 7 and 8. If this facility is maintained as a junior high school composed of grades 7 and 8, no major facility changes or alterations are required. However, consideration should be given to the following improvements: expansion of the kitchen facilities if the district selects a central kitchen operation concept; addition of an instrumental-choral teaching station; expansion of the existing shop facilities; addition of adequate physical education equipment and apparatus storage space; purchasing and developing of additional site space adjoining the present junior high school site; asphalting of an outdoor recreational area; and paving of the front parking area.

Recommendation #3.1. If the district elects to operate a central kitchen facility to serve the elementary schools, the present kitchen facility should be expanded to accommodate such a new program. This would include only food storage and preparation areas and not the lunchroom eating area.

Recommendation #3.2. The shop building should be enlarged commensurate to the rising student needs in this area. This expansion would be achieved by the repositioning of the west wall.

Recommendation #3.3. Additional space should be constructed to provide for physical education equipment and apparatus storage space.

Recommendation #3.4. Additional asphalt play area is need to provide an area for outdoor activity by school and community during winter months.

Recommendation #3.5. An instrumental-choral music teaching station, with adequate storage is desirable, possibly adjoining the cafeteria complex. This would free the cafeteria from formally scheduled classes and make it available for other class use while providing for the creation of a needed music instruction area. (If a new music room is not constructed, adequate instrument and music storage space is needed for this activity.)

Phase II (Projected Future)

Recommendation #3.6. In Phase II, after construction of a three-year "starter unit" for the senior high school (see Chapter I), it is recommended that change be made to a 4-2-3-3 grade plan.

This organizational plan would necessitate the designation of the present junior high school facility for grades 5 and 6. The plan would not necessitate any major changes in this plant, though consideration may need to be given to adjusting the heights of some facilities such as the blackboards and toilets. The existing plant and site characteristics should adequately meet the requirements of students and staff of a grade 5-6 organization.

Phase III (Projected Future)

Recommendation #3.7. In Phase III, it is recommended that an interim organizational change be made to 4-2-2-4 and that finally, a 5-3-4 plan be adopted or a return to the present 6-2-4 grade organization.

A reorganization to a 4-2-2-4 grade structure would not affect the grade change from the Phase II grade designation. Grades 5 and 6 would still be housed in the present junior high school plant. If Phase II was

operationalized, the structure would already have undergone the necessary alterations for grade level facilitation prior to this phase of level reorganization.

Table 8

BUILDING UTILIZATION TABLE BY ROOM--TALENT JUNIOR HIGH SCHOOL

Room No.	Room Use	Assumed Sq. Ft. Per Pupil	Sq. Ft. Area	Capacity by Sq. Ft. Assumption[a]	Suggested District Class Size Limit	Maximum Classroom Capacity
1	Social Studies	30	744	24.8	30	25
2	Special Ed/Music	30	1,040	34.7	15/NA	15
3	Home Economics	50	1,140	22.8	18	18
4	Mathematics	30	750	25.0	30	25
5	Art and A/C	50	1,008	20.2	30	20
6	Science	30	1,040	34.7	30	30
7	Social Studies	30	750	25.0	30	25
8	Mathematics	30	750	25.0	30	25
9	Language Arts	30	802	26.7	30	27
10	Language Arts	30	811	27.0	30	27
11	Language Arts	30	792	26.4	30	26
12	Language Arts	30	811	27.0	30	27
Shop	Crafts & Ind. Arts	125	1,881	15.0	30/22	15
Gym	Boys' & Girls' P.E.		7,104		35/35	70
Cafeteria	Band & Chorus	50	2,726	54.5	NA	28[b]
Library	Library		1,556		NA	
						403

[a] Normally, the practical capacity of a junior high school is 85% of its maximum capacity as student electives and scheduling difficulties do not allow full use of the rooms.

[b] Fifty percent use of the cafeteria has been reserved for intrinsic use (i.e., preparing for, serving and cleaning up the lunch program).

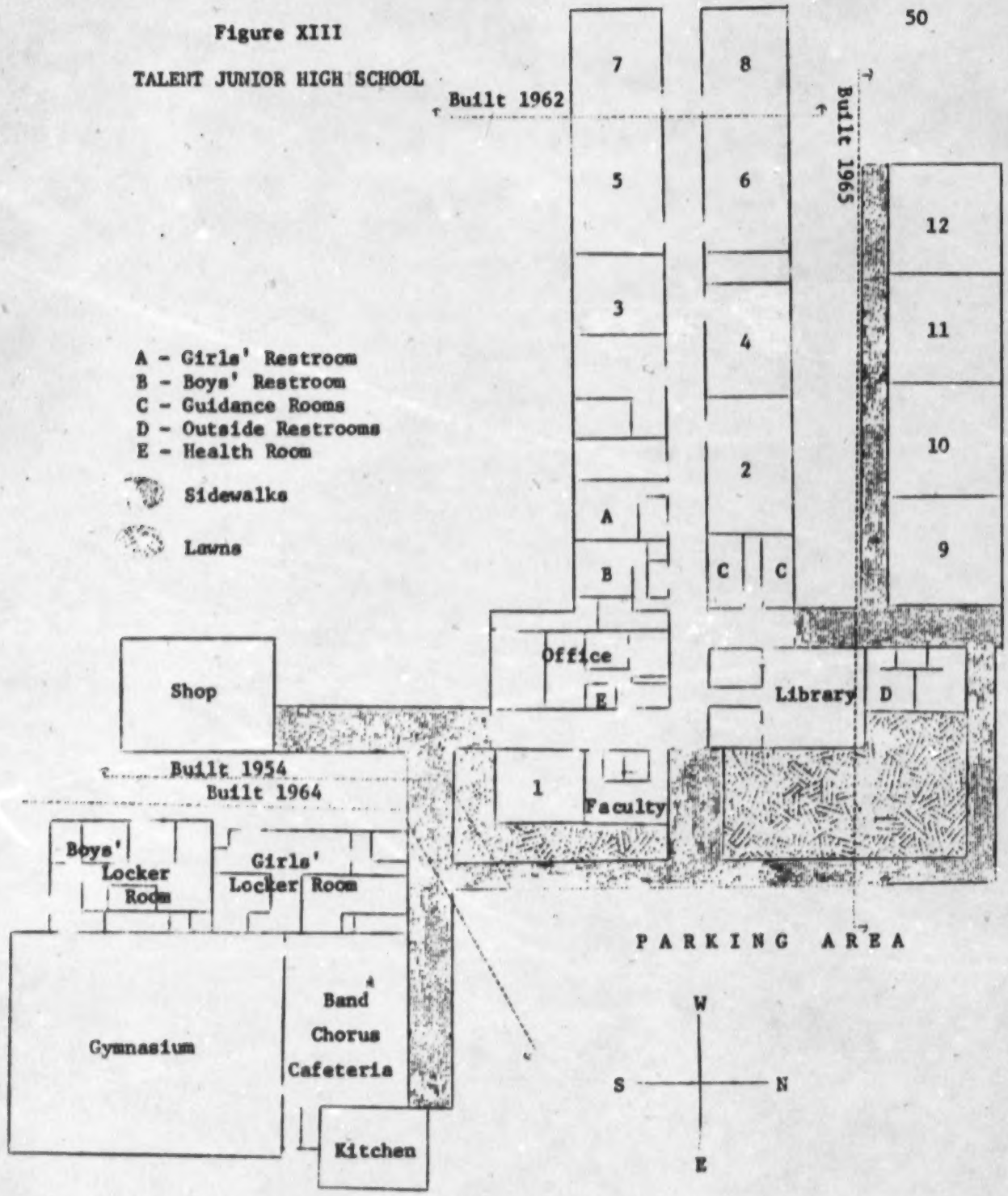
Table 9

SUMMARY UTILIZATION TABLE--TALENT JUNIOR HIGH SCHOOL

Maximum Classroom Capacity	Utilization Factor (%)	Operational Capacity	Actual Enrollment	Utilization Based On Operational Capacity
403	85%	342	329	96%

Figure XIII

TALENT JUNIOR HIGH SCHOOL



Section D. Phoenix High School

Construction Dates:	1949--Basic unit 1958--Classroom addition 1964--Boys' gymnasium 1964--Cafeteria 1966--Library
Size of Site:	15.8 acres
Number of classrooms:	31
Special Features:	Library
Enrollment, Fall, 1971:	575 pupils
Grades:	9-12

Improvements Since 1962

The 1962 Bureau report made the following recommendations, each of which has been implemented:

1) Enlargement of the shop and classroom area
2) Acquisition of additional acreage as a possible site for future growth
3) Acoustical treatment of the ceilings
4) Internal renovations which would allow an opportunity to take advantage of developments in secondary education--i.e., large group instruction, team teaching, flexible scheduling, etc.

In its Standardization Report for Phoenix High School, 1965, the Oregon Board of Education recommended:

1) Efforts should be made to improve library facilities and library use scheduling, and library budget should be given further consideration.
2) An adequate dust-collecting system should be installed in the shop area.

3) Adequate and suitable office areas for all administrative and guidance functions of the school should be provided.

4) Continued effort should be made to improve the school grounds.

All of the above recommendations have been implemented in the district's building program.

Background Information on Building

The original structure for Phoenix High School was built in 1949. It has periodically undergone renovation and additional construction since that time as growth has demanded it. In this endeavor, the Phoenix-Talent School District is to be commended.

Description of Facilities and Site

Phoenix High School is located on a 15.8-acre site. The site size is just adequate by today's state standards for secondary schools (10 acres plus one acre for each 100 students). However, the site size would be inadequate should the high school experience a large growth. The physical plant seems generally very adequate. A current enrollment of approximately 575 students allows a growth potential of 133 students before the facility reaches its operational capacity of 708 students.

There are, however, some improvements which are needed. Additional thought should be given to the flow of traffic through the English department, particularly as it relates to Room 31 during inclement weather.

In terms of adequacy, the art facility seems most in need of expansion at this time. The art teaching station is entirely inadequate for the program offered. Additionally, the home economics facility appears inadequate. As home economics course demands increase, thought should be given to program expansion, both in terms of space and personnel. Another

point relates to music instruction. Adequate storage space and individual practice booths appear to be lacking in the music department.

If the athletic facilities are considered adequate, no change is suggested. However, if these facilities become inadequate and a substantial investment is required to improve them, consideration should be given to moving the athletic facility to the 44-acre Culver Road site after a careful study by an architect suggests the best location of such facilities. Such a move would provide the district with the additional space to enlarge its program of interscholastic activities.

Current Recommendations

In light of these considerations, the Bureau team makes the following recommendations:

Recommendation #4.1. Traffic flow through the English department should be rerouted in order to eliminate the congestion and interruption in Room 31.

Recommendation #4.2. Space available for the teaching of art should be expanded, perhaps through relocation, the use of semipermanent classrooms, or new construction.

Recommendation #4.3. The present home economics facility should be reviewed in terms of program adequacy, with the thought of adding both additional classroom space and personnel as the program demands.

Recommendation #4.4. Present music facilities should be reviewed with the thought of creating additional storage space and individual practice rooms.

Recommendation #4.5. The use of the present athletic facilities should be reviewed with the goal of utilizing the Culver Road site as needed for baseball, etc.

Projected Future

When enrollment growth warrants additional secondary facilities, a three-year "starter unit" on the new 44-acre site should be considered and appropriate grade organizational changes effected. This facility should

subsequently be expanded into a four-year unit when feasible. (See Chapter I and Chapter III, Section C, for specifics of Phases I, II, and III in the organizational program.)

Table 10

BUILDING UTILIZATION TABLE BY ROOM--PHOENIX HIGH SCHOOL

Room No.	Room Use	Assumed Sq. Ft. Per Pupil	Sq. Ft. Area	Capacity By Sq. Ft. Assumption	Recommended Class Size (Bureau Standards)	Maximum Classroom Capacity
2	Chem., Physics, 6 Science	50	1,152	23	24	23
3	Social Science	30	1,080	36	30	30
4	Social Science	30	960	32	30	30
5	World Geography	30	924	30	30	30
6	World Geography	30	924	30	30	30
7	English	30	924	30	28	28
8	General Science	50	924	18	24	18
9	Home Economics	50	1,440	28	24	24
10	Bus. Eng./Shthand.	30	1,120	37	30	30
11	Typing	40	960	24	40	24
12	Bookkeeping	30	1,210	40	30	30
13	German/Spanish	30	736	24	28	24
14	Algebra	30	864	27	30	27
15	Geometry	30	864	27	30	27
16	Band/Choir/Drama	50	1,664	33	45	33
17	Art	50	810	16	30	16
18	Math Anal./6 Math	30	810	27	30	27
20	Dr. Ed. Classroom	30	810	27	30	27
30	Biology	50	2,535	50	24	24
31	English	30	1,380	46	28	28
32	English	30	1,380	46	28	28
33	English	30	840	28	28	28
34	English	30	630	21	28	21
	English Office		225			
	New Art Room	50	960	19	30	19
Shop	Woodshop	125	2,646	21	24	21
Ag35	Draft Room	50	1,334	27	30	27
Shop	Metal Shop	125	2,646	21	24	21

Table 10 (Cont.)

BUILDING UTILIZATION TABLE BY ROOM--PHOENIX HIGH SCHOOL

Room No.	Room Use	Assumed Sq. Ft. Per Pupil	Sq. Ft. Area	Capacity By Sq. Ft. Assumption	Recommended Class Size (Bureau Standards)	Maximum Classroom Capacity
Ag34	Ag Room	30	792	28	30	28
Gym	Boys' Gym	125	5,760	46	40	40
Gym	Girls' Gym	125	5,850	47	40	40
	Library		3,200			
	Cafeteria		2,400			
	Concession Stand		960			
	Balcony (boys' gym)	50	2,100	42	30	30
	Balcony (girls' gym)		1,800			
	Kitchen		840			
	Area beneath rooms in shop		3,066			
						833

Table 11

SUMMARY UTILIZATION TABLE--PHOENIX HIGH SCHOOL

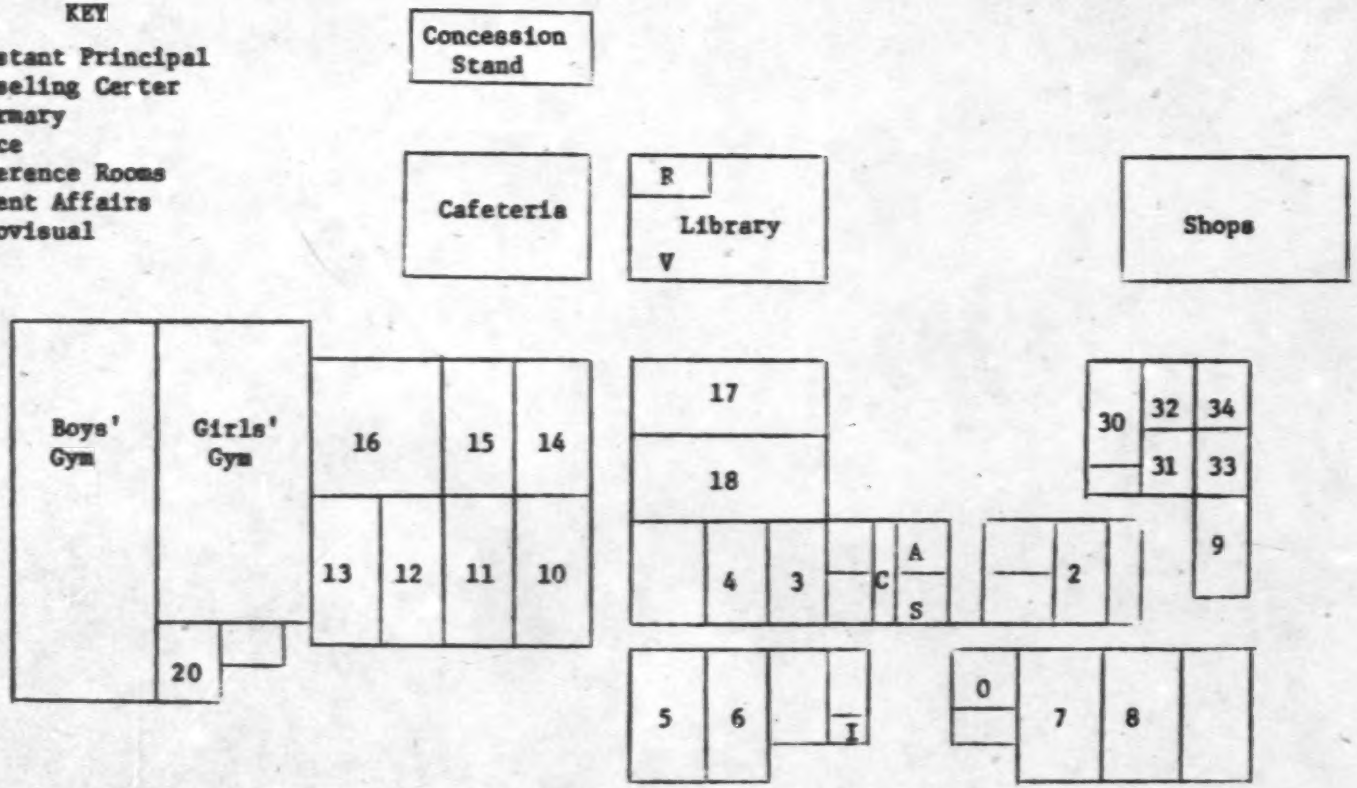
Maximum Classroom Capacity	Utilization Factor (%)	Operational Capacity	Actual Enrollment	Utilization Based On Operational Capacity
833	85%	708	575	81%

Figure XIV

PHOENIX HIGH SCHOOL

KEY

A - Assistant Principal
C - Counseling Certer
I - Infirmary
O - Office
R - Conference Rooms
S - Student Affairs
V - Audiovisual



CONCLUSION

To say that adequate physical plants and efficient grade organization are the earmarks of a good school system would be oversimplistic and misleading. Of far more importance is the concern exhibited by a forward-looking citizenry which attempts to provide the best possible facilities for its youth (as well as for its adult population) in light of its educational goals.

In the judgment of the study team, both major and minor construction work is needed in the district, in addition to routine repair jobs that may already be scheduled.

Recommended major construction (including the razing of old buildings) is all at the elementary level, where new relocatable classrooms and all-important "core" units are suggested, as well as other features of lower priority which the school board should also consider (e.g., new gymnasiums and cafeterias or gym-cafeterias). It is further possible that, in the name of economy, consideration should be given to adopting a central-kitchen program with cafeteria, or eating spaces only, provided at some schools.

Recommended minor construction at the secondary level includes several features which will enhance the junior and senior high programs, notably in such areas as shop, art, music, physical education, athletics, and possibly home economics.

The matter of grade organization in the Phoenix-Talent School District is very much restricted by the number of facilities available, their proximity to one another, and their most appropriate utilization. For the immediate future, it is suggested that the present organizational pattern be continued--i.e., elementary, 1-6; junior high, 7-8; senior high, 9-12. An immediate and a long-range reorganizational plan are outlined in Chapter I and specified for implementation by three phases in Chapter III, Section C.

When school enrollment warrants the construction of a new senior high school, a shift to a 4-2-3-3 plan is initially recommended, using the two elementary schools for grades 1 to 4, the junior high school as a middle school for grades 5 and 6, the present senior high school for grades 7, 8, and 9, and the new high school for grades 10 through 12. A subsequent modification to 4-2-2-4 is recommended when additional high school facilities are needed.

However, it is recommended that the district ultimately consider a long-range move toward a 5-3-4 plan or return to the present 6-2-4 plan when enrollment growth has necessitated the construction of additional elementary schools.

Building and organizational changes of the Phoenix-Talent School District are typical of many other schools throughout the nation. While each district is different as to size, make-up, and requirements, the problem of new construction and shifting grade organization is not unique. By attacking these problems head-on, the Phoenix-Talent School District is moving ahead realistically in a commendable effort for school improvement.